

# ACCREDITATION STANDARDS

FOR PHARMACY INTERN TRAINING  
PROGRAMMES IN NEW ZEALAND

MAY 2010

THE PRESCRIBED QUALIFICATION FOR THE  
PHARMACIST SCOPE OF PRACTICE IN NEW ZEALAND





The Accreditation Standards contained within this framework should be read in conjunction with the User's Guide and the Application Pro-forma for Pharmacy Intern Training Programmes in New Zealand when making an application for accreditation.

Eligible New Zealand BPharm Graduates and Overseas<sup>1</sup> trained pharmacists must be registered in the Intern Pharmacist scope of practice with the Pharmacy Council of New Zealand in order to gain entry into the ITP. A specified period of supervised practice is part of the Intern Training Programme. For reasons of convenience unless otherwise noted all references to the term 'intern' in this document refers to registered Intern Pharmacists.

Intern Training Programmes will be referred to as ITP within this document.

May 2010

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<sup>1</sup> This refers to pharmacists qualified and registered outside the United Kingdom, Ireland, USA, Canada and Australia.



## ACRONYMS

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APC	<b>A</b> ustralian <b>P</b> harmacy <b>C</b> ouncil
CPD	<b>C</b> ontinuing <b>P</b> rofessional <b>D</b> evelopment
HPCA	<b>H</b> ealth <b>P</b> ractitioners <b>C</b> ompetence <b>A</b> ssurance Act 2003
ITP	<b>I</b> ntern <b>T</b> raining <b>P</b> rogramme
NZ	<b>N</b> ew <b>Z</b> ealand
Non-REQR	<b>N</b> on- <b>R</b> ecognised <b>E</b> quivalence <b>R</b> oute
OSCE	<b>O</b> bjective <b>S</b> tructured <b>C</b> linical <b>E</b> xamination
PCNZ	<b>P</b> harmacy <b>C</b> ouncil of <b>N</b> ew <b>Z</b> ealand
PRAB	<b>P</b> re- <b>R</b> egistration <b>A</b> ssessment <b>B</b> oard



## GLOSSARY

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*Note: It is acknowledged that the definition and/or application of the terms listed below may vary from country to country. The text following each term is, therefore, intended primarily as a description of the general context in which the term has been used in this document by the authors and is not intended as a recommended definition for global adoption.*

**Adult Education Principles**      Developed by educator Malcolm Knowles in the 1950s adult learning principles contained six guidelines that supported the development of learning for adults.

These principles are:

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

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**Accreditation**      As a Status:

Acknowledgement (usually public) that the quality of an educational programme (or particular parts thereof) meets the standards required by a responsible authority.

As a Process:

The steps taken by an accrediting authority to verify that the quality of an educational programme meets the standards required for accreditation. (This may include review of submissions from providers, site visits, reviews, monitoring of educational processes and outcomes, audits and similar activities, whether alone or in combination).

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**Assessment**      A test or measure of knowledge, skills, performance, achievement or learning. Formative assessment being ongoing assessment conducted as part of a learning programme and summative assessment being that assessment conducted upon conclusion of a learning programme.

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**Assessment Centre**      Refers to the PCNZ competency-based summative assessment of interns, which includes multiple OSCE stations. Interns are eligible to attend the Assessment Centre upon completion of the intern training programme requirements and supervised practice.

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<b>Competence</b>	A construct encompassing all of the personal characteristics (e.g. knowledge, skills, attitudes and values) that together enable performance at a required professional standard.
<b>Competency</b>	The ability to consistently perform the roles and activities of the profession to the standard expected in the workplace.
<b>Continuing Professional Development (CPD)</b>	The responsibility of individual pharmacists for systematic maintenance, development and broadening of knowledge, skills and attitudes, to ensure continuing competence as a professional, throughout their careers. ( <i>International Pharmaceutical Federation</i> )
<b>Continuing Education (CE)</b>	CPD is more than participation in Continuing Education (CE) which, on its own, does not necessarily lead to positive changes in professional practice nor does it necessarily improve health care outcomes. CE is, however, an important part of a structured CPD programme, personalized for each pharmacist. The process should be visible to ensure credibility with the public. ( <i>International Pharmaceutical Federation</i> )
<b>Criteria:</b>	Measurement, indicators or key attributes to be used in judging whether a standard is met. (See: Standards)
<b>Evaluation</b>	The forming of a judgment based on the collection, analysis and interpretation of data from process and outcome measures with a view to determining the quality of one or more activities and the achievement of desired outcomes.
<b>Faculty</b>	An identifiable unit within a university with academic responsibility for specific educational programmes e.g. pharmacy degree. Sometimes (especially in the US) used as a collective term for the staff of a university school.
<b>Internship</b>	A period of work integrated training that includes a mix of formal training and learning opportunities provided as part of a supervised practice. See also under Scope of Practice
<b>ITP Employed Personnel</b>	All employees of the ITP involved in the training and assessment (formative and summative where applicable) of the intern. This does not include preceptors.
<b>ITP Provider</b>	An organisation accredited by the Australian Pharmacy Council for the purpose of delivering Intern Training Programmes to New Zealand interns.



<b>Learning Outcomes</b>	The intended quantifiable and measurable results (such as knowledge, skills, competency) that should be achieved on completion of a course or programme of study.
<b>Non-REQR</b>	The PCNZ process which enables eligible overseas trained pharmacists to register in the Intern Pharmacist scope of practice and gain entry into the ITP.
<b>Practice Experience</b>	A structured or semi-structured teaching and learning activity that takes place in a practice setting and involves real-life situations and inter-personal interactions. (Similar terms: <b>Practice-based Learning, Experiential Education, Clinical Experience, Workplace-Based Training, Workplace Integrated Learning</b> )
<b>Practice Site</b>	A healthcare delivery setting (such as a community pharmacy or hospital) in which interns undertake practice experiences. (Similar terms: <b>Experiential Learning Site, (Clinical) Training Site</b> )
<b>Preceptor</b>	A practitioner who teaches (in a structured or semi-structured fashion) and assesses interns in his or her professional practice site (Similar terms: <b>Practitioner-educator, Clinical Instructor</b> )
<b>Professionalism</b>	The demonstration of ethics, attitudes, values, qualities, conduct, and behaviours that characterize a profession and are expected of its practitioners.
<b>Quality Assurance</b>	A process to assure interested parties that acceptable standards of education, scholarship and infrastructure are being maintained.
<b>Registered</b>	Used to describe a pharmacist or intern who has met requirements for registration and whose name has been entered on a register of practitioners who are licensed or registered to practice in that jurisdiction.
<b>Registration</b>	Entry of the name of a practitioner into a register of practitioners who are legally allowed to practice in the jurisdiction concerned.
<b>Scope of Practice</b>	The range of professional tasks and functions that the intern pharmacist can perform as specified by legislation, rules, or regulations; the boundaries within which an intern pharmacist may practice. Registration with the Pharmacy Council of New Zealand in the Intern Pharmacist scope of practice is required in order to gain entry into the ITP.
<b>Stakeholder</b>	Any individual, group, or organisation that has an interest or involvement in a particular activity, set of activities or outcome.



**Standard** A description of a level of quality that is expected to be met and against which judgements about quality will be made.

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**Substantive Change** A major or substantial change in an ITP or ITP provider. Examples include: any change in the established mission or goals of an ITP Provider; the addition or deletion of courses, pathway or programmes that represent a significant departure in either content or method of delivery; a substantial change in enrolment; a substantial change in the number of clock or credit hours required for successful completion of the programme; a significant change in the length of the programme; and the establishment of an additional geographic location at which the programme is offered.

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## STANDARD 1: ITP DEVELOPMENT AND LEARNING OUTCOMES

<p><i>An accredited ITP provider must deliver a programme to assist in developing pharmacists with the knowledge, skills and attributes which meet all functional areas described in the 'New Zealand Competence Standards for the Pharmacist scope of practice' necessary to commence unsupervised practice as a competent registered pharmacist</i></p>	<p><b>ITP Development</b></p> <ol style="list-style-type: none"><li>1.1. An ITP provider must ensure that effective links are maintained with the pharmacy stakeholders in the development of the ITP</li><li>1.2. An ITP provider must have a curriculum framework which clearly explains the education and training programme, including the learning objectives, and how the different components of the programme interrelate to meet the overall learning outcomes</li><li>1.3. The ITP must foster the following generic attributes:<ul style="list-style-type: none"><li>• <b>Communication:</b> the ability to analyse information and effectively and appropriately communicate with the public and other healthcare professionals in written and spoken English, this includes the ability to engage and elicit information from the patient</li><li>• <b>Critical thinking:</b> the ability to analyse issues logically, consider different options and viewpoints and make informed decisions</li><li>• <b>Cultural understanding:</b> an understanding of cultural diversity, including indigenous issues, the impact of health disparities and multiculturalism; an ability to put aside assumptions and personal paradigms in their professional dealings with patients from culturally diverse backgrounds; an understanding of different approaches and attitudes to healthcare</li><li>• <b>Lifelong learning:</b> a commitment to lifelong learning with the ability to apply knowledge, reflect upon and develop existing skills, adapt to a changing environment and acquire new skills which will contribute to a pharmacist's continuing professional development</li><li>• <b>Professional and ethical conduct:</b> the ability to exhibit professionalism and ethical approach to decision making and situation handling, to have working knowledge of ethics, ethical standards and social responsibility</li><li>• <b>Recognition of limitations:</b> the ability to recognise the need to work within personal and legal limitations</li><li>• <b>Information literacy:</b> an understanding of information literacy and specific skills in researching or acquiring, reviewing, organizing and presenting/utilising information effectively</li><li>• <b>Inter-professional perspective:</b> intellectual openness and the awareness of the limits of current knowledge (in a broad sense) and of the links between disciplines</li><li>• <b>Work-place related skills:</b> enterprise, self-confidence and a</li></ul></li></ol>
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sense of personal responsibility

- **Problem solving:** demonstration of strong problem solving skills and ability to apply professional judgement in a range of areas including prescription, therapeutic and legal and ethical problems
- **Research:** the ability to research when information is needed and locating, retrieving, evaluating and using it effectively
- **Scholarship:** a commitment to the fundamental importance of the acquisition and development of knowledge and understanding
- **Self-motivation:** the capacity for self-directed activity and the ability to work independently
- **Teamwork:** the ability to work effectively as both a team leader and a team member

#### **Learning Outcomes**

1.4. The ITP must provide learning opportunities that enable interns to integrate and apply the defined functional areas of the competence standards<sup>2</sup> with a particular emphasis in the following profession specific knowledge and skills:

- **Clinical pharmacy:** The intern is able to integrate and apply clinical pharmacotherapeutic knowledge and understanding to meet the therapeutic needs of patients
- **Medicines Management:** the intern is able to understand and describe the processes involved in the medicines management pathway; the intern understands the value and recognition given to the various aspects of the medicines management pathway as an emerging pharmacy practice tool internationally
- **Patient safety:** the intern is able to describe and implement the principles of safe and effective medication compounding, dispensing and distribution, recognise and describe the causes of medication errors (including human and systems factors involved in errors) and is able to develop strategies for reducing medication errors (e.g. undertaking a simple root cause analysis in the workplace in response to errors)
- **Pharmacy Practice Standards;** the intern is aware, familiar and abides by the intention of related practice standards and guidelines and where standards and guidelines relate to a particular health service the intern is aware of the service provided, understands the ethics of such services and is able to refer patients to providers of such services:

***New Zealand examples*** – Emergency Contraceptive Pill

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<sup>2</sup> Refers to the New Zealand Competence Standards for the Pharmacist scope of practice (available on [www.pharmacycouncil.org.nz](http://www.pharmacycouncil.org.nz))



	<p>standards and supply, Protocol for sale and supply of Pharmacist Only Medicine for Chronic Conditions (POMCC), Promotion and supply of medicine over the internet</p> <ul style="list-style-type: none"><li>• <b>Legal and ethical aspects of pharmacy practice:</b> the intern is able to demonstrate a sound understanding and application of legal, professional and ethical framework in the context of the New Zealand pharmacy practice environment and is able to raise concerns with prescribers, patients and colleagues</li><li>• <b>Inter-professional Collaboration:</b> the intern understands the concept and importance of effective collaboration in the context of optimising health outcomes for patients, is able to understand and describe the roles and responsibilities of other healthcare professionals in relation to one's own and has acquired the basic necessary skills related to negotiation, conflict resolution, group problem solving and group accountability</li><li>• <b>Calculations:</b> the intern is able to demonstrate the process involved in calculations, calculate medicine doses and dosage regimes accurately, carry out dosage calculations and adjustments in special-population patients and accurately complete worksheets for the preparation for pharmaceutical products</li><li>• <b>Cultural competence<sup>3</sup>:</b> the intern is able to interact respectfully and effectively with persons from a background different to one's own and recognises that one's own cultural identity will influence their professional practice. The intern must also be aware that culture includes but is not restricted to age, gender, sexual orientation, race, socioeconomic status (including occupation), religion, disability, and ethnicity and be able to recognise that cultural competence is fundamental to achieving best health outcomes</li><li>• <b>Supervision of pharmacy technician and assistant personnel:</b> the intern is able to describe the roles and responsibilities of pharmacy technicians and assistants and understands and recognises his/her responsibility for the supervision of pharmacy technicians and assistants</li><li>• <b>Teaching and Learning skills:</b> the intern is able to apply generic educational needs assessment skills to enable effective participation in a wide variety of educational interventions ranging from patient education to teaching of groups and other</li></ul>
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<sup>3</sup> Note that an expectation of the defined functional area of competence standard 1 *Practise Pharmacy in a Culturally Competent and Professional Manner* that a culturally competent pharmacist recognises the status of Māori, Te Tiriti o Waitangi and The Treaty of Waitangi in the New Zealand health sector ( including the impacts on health and access to health care and services)



	health care professionals within their scope of practice. The intern should also be able to evaluate the effectiveness of their educational interventions
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## STANDARD 2: ENTRY AND EXIT REQUIREMENTS

*An ITP provider must have a system for establishing and clearly publicising entry requirements into an ITP that does not impose any unreasonable conditions and provision for exit of the programme that is fair and timely*

2.1. An ITP provider must have policies and procedures in place to ensure that prospective interns are appropriately informed of entry requirements into an ITP and clearly indicate the prescribed qualifications for registration as an intern including:

- a bachelor of pharmacy degree or graduate entry level master of pharmacy from a University that has provisional or full APC accreditation in New Zealand
- successful completion of the non-REQR entry to ITP requirements, including the PCNZ accredited Law and Ethics Assessment, for overseas trained pharmacists
- a current Annual Practising Certificate in the Intern Pharmacist scope of practice

2.2. An ITP provider must ensure that there are no unreasonable barriers imposed that could adversely affect entry and/or progress through the ITP

2.3. The ITP provider must have policies and procedures in place regarding conditions for intern removal/withdrawal from the programme and mechanisms to support notification to PCNZ should an internship cease. Such policies must take into consideration:

Under the Health Practitioners Competence Assurance (HPCA) Act 2003 the PCNZ must receive:

- Notification of practice below the required standard of competence as per Part 3 section 34 (1 - 4)
- Notification of inability to perform required functions due to mental or physical conditions as per Part 3 section 45
- Notification of any criminal convictions, charges laid with police and complaints and notifications about conduct as per Part 4 sections 64, 67 and 68



## STANDARD 3: WORKPLACE BASED TRAINING REQUIREMENTS

*ITP providers must have in place adequate and appropriate policies and procedures that enable the intern to complete training requirements and through partnership with the preceptor, enable interns to carry out workplace based components of the programme*

### **3.1. ITP provider and training site:**

3.1.1. An ITP provider must have policies and procedures to ensure that all training sites are approved in accordance with the relevant PCNZ policies for this purpose. Including:

- Split-site non-traditional site arrangements may be approved, providing that a minimum of 35 hours per fortnight is practised in a traditional direct patient care site (community pharmacy/hospital pharmacy) and a maximum of 35 hours per fortnight is worked in a non-traditional non-direct patient care site
- Interns undertaking split-site internships with Schools of Pharmacy who are teaching, supervising or demonstrating to undergraduate pharmacy students will have no more than three hours per 35 hour week of these activities recognised as part of their intern training.
- Interns in split-site internships with Schools of Pharmacy, undertaking pharmacy practice research, are limited to research that influences clinical practice and public safety, and the research must be supervised by an approved registered pharmacist preceptor.

3.1.2. The PCNZ reserves the right to review sites at their discretion

### **3.2. The Preceptor:**

3.2.1. An ITP provider must have policies and procedures to ensure that all preceptors are approved in accordance with the relevant PCNZ policies for this purpose. Including:

- That the intern practises under supervision and within the scope of practice of the supervising registered pharmacist
- That the preceptor agrees to teach/mentor and provide regular and formal feedback to interns at least two hours per week or eight hours a month.
- An approved preceptor may supervise and assess a maximum of two interns in the workplace

**3.3. Employment Contract:** The ITP provider must ensure that there is a valid employment contract between the intern and the training site.

### **3.4. The ITP Agreement:**

3.4.1. In addition to a valid employment contract, an ITP agreement



is required between an ITP provider, the intern, the preceptor and the employer and must:

- Provide a clear outline of the objectives of the ITP and the expectations, roles and responsibilities of the ITP provider, preceptor and the intern
- Provide a clear outline of the opportunities for the intern to perform services and roles described in the ITP, as well as allowing interns time release to attend compulsory training events and reasonable access for interns to attend optional relevant training opportunities
- Identify pathways for resolution of issues related to the ITP between intern and preceptor and that both parties discuss openly and honestly (without fear of retribution) issues as soon as they become evident
- Outline personal and privacy information requirements and obligations to ensure sufficient scope is available to report intern progress between the preceptor, ITP provider and the PCNZ
- Include a training plan to be reviewed on a regular basis

### **3.5 Supervised Practice**

3.5.1 An ITP provider must have policies and procedures to ensure that the period of supervised practice complies with the PCNZ policies for this purpose



## STANDARD 4: PROGRAMME DELIVERY AND LEARNING METHODS

<p><i>The ITP must be delivered in a manner conducive to the content and learning outcomes prescribed and be able to provide both short and long-term programmes that facilitate training for periods between six and twelve months</i></p>	<p><b>4.1. Programme content and activities</b></p> <p>4.1.1. The content and learning activities of the ITP must be objectively presented and must provide in-depth information with fair, full disclosure and balance</p> <p>4.1.2. Topics and contents of the face-to-face and self-directed study components of the ITP must be pertinent to contemporary pharmacy practice as outlined in the <i>New Zealand Competence Standards for the Pharmacist scope of practice</i></p> <p>4.1.3. Where topics or content of the ITP are not exclusively specific to pharmacy (e.g. personnel management, IT applications etc), the ITP provider must take appropriate steps to ensure that the core content is related to contemporary pharmacy practice. This may be addressed by:</p> <ul style="list-style-type: none"><li>• The definition of specific learning outcome objectives</li><li>• Selection of authors/presenters and the provision of guidance to them</li><li>• Development and/or modification of supplemental instructional materials</li><li>• Development of learner assessment activities and testing instruments</li></ul> <p>4.1.4. An ITP provider must ensure that the self-directed study and face-to-face components of the ITP include active and/or interactive learning activities which use adult education principles to help interns transfer knowledge to their practice. Design of the learning activity will depend on the delivery method. These activities may include a combination of but not be limited to:</p> <ul style="list-style-type: none"><li>• Pre-testing</li><li>• Self-assessment activities</li><li>• Case studies or case-based exercises</li><li>• Data manipulation exercises</li><li>• Problem solving activities</li><li>• Question and answer sessions</li><li>• Issues based discussions</li></ul> <p><b>4.2. Methods of delivery</b></p> <p>4.2.1. An ITP provider must have in place a 'Learning and Assessment Strategy' which considers the preferred learning format of the intended audience as well as the most effective methods to achieve competency against the required</p>
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	<p>learning outcomes</p> <p>4.2.2. Delivery and learning methods must be varied and must include (but not be limited to):</p> <ul style="list-style-type: none"><li>• Interactive small group face-to-face sessions. <i>a minimum of 42 hours must be undertaken.</i></li><li>• Self-directed learning</li><li>• Problem based learning</li></ul> <p>4.2.3. Instructional materials including handouts, audiovisual aids and IT equipment must be of sufficient quality to enhance intern understanding of topic(s)</p> <p>4.2.4. References, bibliographies, websites and other sources of information must be made available to support and/or encourage additional reading</p>
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## STANDARD 5: INTERN ASSESSMENT

<p><i>An ITP provider must employ effective and validated assessment methods within both the supervised practice and training components of the ITP</i></p>	<p><b>5.1. The ITP provider must ensure the intern has:</b></p> <p>5.1.1. Access to all policy and procedural matters regarding assessment and progression through the programme that would include matters such as minimum achievements, missed work, disciplinary matters, confidentiality, complaints and appeals processes</p> <p>5.1.2. Exposure to a variety of assessment methods throughout the intern year and mechanisms which measure cognitive learning, mastery of essential practice skills, ability to communicate, numeracy and use of data in problem solving</p> <p>5.1.3. Access to counselling regarding poor progress, communication difficulties, learning difficulties, impairment and disability issues, health and social problems</p> <p>5.1.4. Clear guidance which maps assessments to learning outcomes</p> <p>5.1.5. Access to timely feedback on performance on a regular basis.</p> <p>5.1.6. Access to a summative assessment upon completion of their ITP as approved by the PCNZ.</p> <p><b>5.2. An ITP provider must have:</b></p> <p>5.2.1. Systems in place providing interns with fair, objective reporting on assessments with an associated robust, transparent and independent appeals process</p> <p>5.2.2. Assessments that are integrated across the specified learning outcomes to encourage interns to develop an integrated approach to learning</p> <p>5.2.3. Systems in place that can identify inconsistencies in formative assessment, and have procedures in place to manage these</p> <p>5.2.4. Policies and procedures to manage impairment of performance notifications at assessment due to: health reasons, personal circumstances and/or conflict of interest</p>
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## STANDARD 6: INTERN AND PRECEPTOR SUPPORT SYSTEMS

<p><i>An ITP provider must ensure that appropriate support mechanisms are in place to respond to and manage professional and personal difficulties of interns and preceptors relating to the ITP</i></p>	<ol style="list-style-type: none"><li>6.1. An ITP provider must have mechanisms in place that are able to identify candidates with English language and communication difficulties and identify appropriate remedial support provisions for them</li><li>6.2. An ITP provider must have in place processes and mechanisms to identify interns who have additional educational, cultural and professional support needs and must have in place processes and mechanisms to provide the appropriate support</li><li>6.3. An ITP provider must have procedures in place to respond to enquiries from the interns and the preceptors in a timely and responsive manner</li><li>6.4. An ITP provider must have mechanisms in place to ensure that preceptors are given timely feedback and adequate guidance and support with regards to the training needs of the intern</li><li>6.5. An ITP provider must offer the opportunity for the interns to interact with each other during the course of the intern year</li><li>6.6. An ITP provider must offer the opportunity for the preceptors to interact with each other during the course of the intern year</li></ol>
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## STANDARD 7: QUALITY ASSURANCE AND PROGRAMME EVALUATION

*An ITP provider must demonstrate the ongoing use of evaluation and quality improvement processes which incorporate input from relevant stakeholders*

- 7.1. The ITP provider must regularly evaluate the ITP and be responsive to the current and ongoing learning needs of the profession and stakeholders
- 7.2. The quality assurance and continuous improvement process must have effective input from relevant staff, interns, preceptors, practising pharmacists, the profession and the PCNZ
- 7.3. Key components of the ITP quality that must be monitored and evaluated include (but not be limited to):
  - **Participants:** achievement of the learning outcome objectives, the learning activities, the relevance of the learning experience to practice and overall programme satisfaction
  - **Programme/presenters:** suitability of instructional materials, presentation of material, knowledge of subject matter, clarity of presentation, actual or perceived content/speaker bias and responsiveness to participant questions
  - **Assessments and Assessors:** all assessments should provide appropriate levels of difficulty, currency of information, knowledge and materials, and achieve overall balance. Assessment staff should have a provision to allow for review of assessment outcomes, techniques and performance. All assessments should be reviewed annually and adapted as necessary to reflect changes in practice and developments in assessment
  - **Preceptors:** suitability, knowledge, skills and training, support and guidance provided
  - **Satisfaction:** does the programme meet the needs of preceptors, interns and employers
  - **Resources:** facilities, IT requirements, other resources and administration aspects of programme
- 7.4. All interns must be offered an opportunity to evaluate the quality of the ITP during the course of their internship



## STANDARD 8: RESOURCES

<p><i>An ITP provider must be supported by sufficient accommodation, human resources, computer systems support, equipment, financial and administrative resources and other infrastructure to enable effective delivery and provision of the programme</i></p>	<p><b>8.1. Financial resources:</b></p> <p>8.1.1. An ITP provider must allocate adequate levels of funding to ensure delivery of the ITP is not adversely impacted. Adverse impacts on the effective delivery and provision of the programme include but are not limited to:</p> <ul style="list-style-type: none"><li>• Inadequate levels of appropriately trained staff and personnel to effectively deliver the programme in a timely manner</li><li>• Lack of up-to-date references, equipment, props, poor quality printed matter</li><li>• Lack of contingency plans for funding/income shortfalls</li></ul> <p><b>8.2. Administrative resources:</b></p> <p>8.2.1. An ITP provider must have and maintain adequate levels of administrative resources, support and systems</p> <p>8.2.2. Adequate systems for recording and reporting on activities (internally and externally) must be in place. Such systems must be:</p> <ul style="list-style-type: none"><li>• Secure</li><li>• Comply with confidentiality policies</li><li>• Comply with Privacy Acts</li></ul> <p><b>8.3. Teaching and assessment facilities:</b></p> <p>8.3.1. All factors that may adversely affect the teaching or assessment activity must be considered with action taken where necessary to minimise the effect on the interns</p> <p>8.3.2. Factors such as location, size of room, noise transference, comfort, access, ease of transfer between rooms and layout must be taken into consideration by the provider for all face-to-face teaching and assessment activities</p>
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## STANDARD 9: REPORTING REQUIREMENTS

<p><i>An ITP provider must have a reliable, accurate and workable system for holding, transferring and archiving information that is required by the PCNZ</i></p>	<ul style="list-style-type: none"><li>9.1. An ITP provider must have a sound method to confirm evidence of an intern's participation in and successful completion of an ITP</li><li>9.2. An ITP provider must ensure that they have a reliable process in place to inform the PCNZ, where relevant, of required information concerning the intern</li><li>9.3. An ITP provider must have a reliable system for archiving information on all intern assessments and achievements</li><li>9.4. An ITP provider must have mechanisms in place that report, as early as possible, interns making unsatisfactory progress to the PCNZ where relevant and these must be open and transparent to all parties</li><li>9.5. An ITP provider must submit to the PCNZ all reports as required</li></ul>
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## STANDARD 10: ITP EMPLOYED PERSONNEL

<p><i>An ITP provider must have a robust quality assurance process in place for the selection, appraisal, training and development of personnel involved in developing and delivering programmes and assessing interns throughout the duration of the training period</i></p>	<p>10.1 The provider must ensure that all pharmacy specific roles within the ITP include personnel appropriately experienced and qualified in contemporary pharmacy practice</p> <p>10.2 The provider must ensure that all ITP employed personnel involved in the training and assessment of participants are appropriately trained and possess the relevant qualifications and current experience necessary to their roles</p> <p><b>New Zealand:</b> NZQA Unit 4098, Use standards to assess candidate performance or have proven demonstrated expertise in the relevant area</p> <p>10.3 In addition where the personnel are pharmacists the provider must ensure that they are currently registered as practising pharmacists without conditions and are not the subject of any disciplinary proceedings</p> <p>10.4 The provider must have adequate policies and procedures in place to manage conflict of interest and confidentiality issues in situations where the intern may be known to any of the training and assessment personnel involved in the duration of the training period</p>
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